

# Research on the Development Path of the Tutorial System for Law Undergraduates Against the Background of "Double First-class" Initiative

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**Abstract**—The first-class undergraduate education of law is a great innovation committed to promoting the development of education and realizing social progress since the reform and opening up. In the new era, how to develop undergraduate education of law, realize the innovation of education and teaching mechanism, reform the mode of undergraduate talent training, and create a diversified and institutionalized development space are of great importance to both individuals and the nation. In the undergraduate education of law, the tutorial system is a new type of guidance and assistance relationship formed on the basis of "teaching" and "learning" between teachers and students. The paper analyzes the shortcomings of the tutorial system since the reform and opening up, such as the insufficient connection between the old and the new education modes, the low quality of the education platform supply, the neglect of the assessment and incentive mechanism of the tutorial system, and the deviation of the tutor's own values. In view of the development of the legal tutorial system in the new era, this paper puts forward some new ideas and paths, such as improving the ideological connotation, innovating the training mechanism, imparting diversified knowledge according to the changing times, paying attention to the quality of teaching, and adopting the cooperative mechanism of assessment and incentive in combination with the idea and mode of the development of the first-class undergraduate education of law.

**Keywords**—first-class undergraduate education of law; tutorial system; development path

## I. INTRODUCTION

In June 2018, the ministry of education initiated a new era of reform and development of undergraduate education nationwide in a meeting, emphasized that it's necessary to implement the spirit of the 19th CPC National Congress in the new era and in the new vision of development, and continue to study and implement Xi Jinping thought on socialism with Chinese characteristics. This has promoted undergraduate education and talent training to a new level. Subsequently, domestic colleges and universities have strengthened the top-level design of undergraduate talent training, to explore the reform ideas of education and teaching practice. Therefore, it is of great practical significance to innovate the implementation path of law

undergraduate education and comprehensively improve the overall strength of law in the new era.

## II. FIRST-CLASS UNDERGRADUATE EDUCATION OF LAW IS AN IMPORTANT PART OF THE CONSTRUCTION OF "DOUBLE FIRST-CLASS"

### A. Overview of the Development Track of Law Undergraduate Education

Since the resumption of the college entrance examination system after the reform and opening up, the law major in China's undergraduate education has experienced three decades of reconstruction, development and expansion. The first decade of undergraduate law education is a reconstruction period for the whole development of Chinese law. At this stage, the state urgently needs to establish a law undergraduate education system and education mode with multi-form, multi-standard, multi-level and multi-investment. The second decade witnessed a rapid growth of undergraduate law education. With the development of reform and opening up in full swing, the scale of law education expands rapidly under the favorable condition of talent demand and national construction. According to different educational ideas, local universities and colleges set up law majors and law schools in response to the national call. In just a few years in the late 1990s, more than 200 universities had set up law majors, more than 100 of which had added law majors or law-related majors newly. At the same time, the investment in law and the cultivation of legal talents in colleges and universities are also gradually strengthened, and the system of foreign exchange and the introduction of legal talents are gradually brought in. In the third decade, namely the beginning of the 21st century, the legal education in China experienced a dramatic expansion. According to statistics, in the first five years of the 21st century, 423 out of nearly 1,800 ordinary universities and colleges in China have set up law departments or majors, with nearly 400,000 students, accounting for 5% of the total number of students in ordinary universities and colleges. By the end of 2005, the number of universities and colleges with undergraduate law programs had reached nearly 580. In 2010, the number of universities and colleges with undergraduate

law programs reached nearly 600. As of 2018, there had been 611 universities and colleges with undergraduate law majors.<sup>1</sup>

### B. The Development Concept of First-class Undergraduate Education of Law in the New Era

The construction of first-class legal disciplines not only guarantees and promotes the existing knowledge system and discipline inheritance, but also provides sufficient backup resources for national construction and social needs, and is an indispensable important nutrient for the specialization and professionalization of legal talents. Without the support of ideas, the law education in China will become water without a source and a tree without roots. For the undergraduate education of law, a brief analysis can be made from the basic concept and specific ideas:

1) *Basic concept*: It's necessary to follow the guidance of the thought of socialist rule of law with Chinese characteristics, build a socialist country under the rule of law, and adhere to the practical concept of "upholding the law, being realistic and discerning and practicing earnestly". In the context of the rule of law, the new requirements of the country, government and society for the development of first-class law undergraduate education should be consciously adapted to; the mechanism of combining talent training with the needs of the industry should be determined; the reform of higher law education and teaching should be deepened; legal practice education should be strengthened; and the cooperative teaching mechanism should be improved. In this way can new law education ideas be created so as to train first-class legal talents and provide adequate resources reserves and power support for the rule of law in China.<sup>2</sup>

#### 2) *Specific ideas*

- Efforts should be made to culture students' ideological and moral accomplishment so as to improve their overall quality. The country should influence the undergraduate education mode of law in the new era imperceptibly through theoretical education, and make the mode develop towards the direction of institutionalization and first-class. At the same time, in terms of social practice, the social public education and legal culture awareness training education for law undergraduates should be strengthened, so that students can build up confidence under the guidance of advanced spiritual strength, hone their will in the struggle, temper themselves in practice, and realize self-value in personal development and social dedication.<sup>3</sup>

- With an attention to the construction of national characteristic education, the universities should be guided to make use of their own characteristics and advantages, combine the key points of law education and legal teaching with their own characteristics, and considering the social requirements, so as to improve the integration of colleges, majors and society from the perspective of practice. They should make macroscopic and microcosmic correspondence from the aspect of optimizing the course structure, and guide the legal major to develop towards the direction of institutionalization and high efficiency.<sup>4</sup> Universities should carry out diversified courses according to the diversity of students' development direction, strengthen the mutual assistance and communication mechanism between disciplines, combine theoretical teaching with subject teaching, encourage students to conduct online and offline communication in various aspects, and deepen the horizontal and vertical understanding of knowledge of law undergraduates.
- With a focus on the legal knowledge education, they should make the teaching process knowledge-based and take multiple measures to make students apply the knowledge to practice. Since the reform and opening up, China has achieved fruitful results in the development of law building and rule of law. First of all, the latest research results of the rule of law theory of socialism with Chinese characteristics have been introduced into the classroom and practical cases have been introduced to strengthen the integration of theory and practice, so as to increase the accumulation of educational resources qualitatively and quantitatively. In addition, relevant education departments and universities can regularly invite some judges, lawyers or other judicial workers with many years of practical experience to give regular guidance to law graduate students, and guide them to handle practical cases by imparting practical experience to students in person or through professional practice.
- They should adapt to the new situation of the times, realize a new leap in undergraduate law education on the basis of informatization, and promote the in-depth integration of legal education and modern information technology in specific operations. It's also necessary to improve the ability to introduce social resources and transform them into teaching resources, enhance the link between internal and external linkage mechanism and the education of law student, and establish a multi-level, wide-ranging and high-level theoretical and practical research environment. For example, on the Internet platform, cases and practical experience can be shared by means of informatization. The series of cases in daily life can be remotely linked with the course in digital

<sup>1</sup> See Jiang Guohua. Research on undergraduate law education reform, Hebei law science, 2012 (4).

<sup>2</sup> Excellent rule of law talent training program version 2.0, launched by the central committee of the ministry of education, <https://mp.weixin.qq.com/s>.

<sup>3</sup> See Zhong Binglin. Cultivation of innovative talents from an international perspective [J]. China Higher Education, 2007(4).

<sup>4</sup> Wang Xianlin. How to cultivate legal talents in the construction of rule of law in China [N]. Jiefang Daily, 2014(3).

form. The education mode of high-quality education and teaching resources can be shared through cloud sharing to ensure the fairness and rationalization of education level and education resources to the greatest extent. Online trial method can be adapted to representative important cases, and teachers can use the case teaching method to comment on and share with the current event, so as to ensure the timeliness of educational resources.

### 3) *The significance of developing first-class undergraduate education of law against the background of "double first-class"*

a) *It is conducive to scientifically defining the development ideas of the law major:* Under the development of the new era, reviewing and summarizing the experience of law undergraduate education and the existing problems and deficiencies, the construction of first-class law undergraduate education can promote the applied overall orientation and strategic deployment of law schools nationwide. This is conducive to a comprehensive and accurate understanding of the status quo of the undergraduate law major (direction). And by actively drawing on the advanced experience of domestic and foreign law education reform and the undergraduate major construction of law, in combination with the latest trend of subject development, the construction and development of domestic and foreign law discipline, can universities make comprehensive analysis and judgment and clarify the professional construction ideas, the professional construction goals, the direction and characteristics of professional construction.

b) *It is conducive to the construction of training mode for legal talents:* Developing first-class undergraduate education of law against the background of "double first-class" requires the training plan to be designed according to the goal of cultivating first-class talents in law. The construction and innovation of training mode play an important leading role in the cultivation of legal talents. Through the corresponding course system design, absorbing the social people from all walks of life's experience in related training, it's necessary to focus on the legal talent training mode with the purpose of exploring, establish regular evaluation and communication mechanism, and guide students through a variety of ways to participate in the activities of all kinds of law to improve their cultivation of law and practice level through a variety of means. At the same time, according to the requirements of first-class law undergraduate construction, the traditional training mode should not be rigidly adhered to. It is also necessary to establish a mechanism of docking with the times, that is, according to the characteristics of the times, to adopt means and methods suitable for the development of education and talent training, and devote to cultivating diversified legal talents.

c) *It is conducive to promoting the first-class construction of law faculty:* By implementing the new

introduction and training mechanism, colleges and universities should be encouraged to adopt the "double tutorial system", comprehensive tutorial system or two-way tutor system. Not only through the regular communication of an in-campus tutor to ensure students' learning of legal knowledge, but is an off-campus tutor also employed to give vocational guidance to them. In this way can the "double tutorial" mode of teacher-student communication that is oriented by learning professional knowledge and skills and driven by the development of theory and practice be established to cultivate professional and excellent legal talents suitable for the needs of national and social development. At the horizontal level, professional tutors and social tutors have different division of labor. The professional tutor is mainly responsible for the knowledge problems encountered in the daily theoretical study and plays a guiding role in the construction of students' legal knowledge system and the formation of their thinking mode. Social instructors are mainly responsible for guiding students' practical problems in law education and career planning, helping students find appropriate career positioning based on their feedback at different stages, and helping them analyze career choices from various aspects. At the vertical level, professional and social tutors can work hard on the width and depth of their own fields of responsibility to help students more intuitively understand the specific construction status and development mode of relevant theories and practices, so as to cultivate professional legal talents.

d) *It is conducive to strengthening entrepreneurship and innovation education and practical teaching of law:* Vigorously promoting the organic integration of professional education and innovation and entrepreneurship education is conducive to fully tapping and making good use of innovation and entrepreneurship education resources, making extensive use of social carriers to carry out innovation and entrepreneurship education, and promoting students' internship, practice and employment. It's necessary to develop and improve the practical teaching plan, practical teaching standards and practical performance assessment methods and innovate the experimental and practical training system and content so as to strengthen the practice teaching quality tracking and effect evaluation; to integrate school law laboratories, build provincial and even national law experiment and training centers, improve the utilization rate of existing experiment and training rooms, and build new experiment and training rooms according to actual needs; to construct a specialized experimental teaching troop of high quality; to strengthen joint efforts with industry enterprises to build and share experimental and practical training platforms, high-quality internship and training bases, and new models of practical and collaborative education.



### III. DEVELOPMENT STATUS OF THE TUTORIAL SYSTEM FOR LAW UNDERGRADUATES

#### A. Development Course of Undergraduate Tutorial System

Undergraduate tutorial system refers to the collaborative development system of teaching and educating in which college teachers act as the guidance teachers for undergraduates and teach students in accordance with their aptitude, tutor them separately and give them all-round guidance on thought, learning, scientific research, psychology, life etc. through highly personalized contact, exchange and communication<sup>5</sup>. This educational mode is helpful for the tutor to master the students' ideological dynamics, understand the students' learning status, guide the students' learning methods and tap the students' learning potential in the point-to-point and direct discussion and dialogue with the students.

The tutorial system has been regarded by Oxford people as one of the most effective and valuable teaching systems since its birth in the 14th century in the university of Oxford, England and enjoys the high reputation of "the gem on Oxford crown". In 1938, Zhu Kezhen, then President of Zhejiang University, began to try out and gradually promote the tutorial system. After entering the 21st century, a number of key universities such as Peking University and Tsinghua University have strengthened the top-level design of undergraduate talent training<sup>6</sup>. They have been piloting the undergraduate tutorial system, and initial results have been achieved so far.

Standing on the new starting point of the "double first-class" construction, all universities and colleges nationwide need to face an inevitable problem — how to shape the cultivation mode of law undergraduates in the new era. Article 32 of the outline of the national program for medium- and long-term education reform and development (2010-2020) puts forward: "We should innovative talent training mode. It's necessary to deepen reform of education and teaching to meet the needs of national and social development, follow the rule of education and the rule of talent growth; to innovate educational and teaching methods and explore various ways of training so as to create a situation in which a large number of talented people come forward and top-notch innovative talents keep emerging." This provides the policy basis for the innovative talent training mode of modern higher education. As the core task of colleges and universities, education is the unique value of colleges and universities that distinguishes them from other social institutions<sup>7</sup>. The undergraduate education of law is an important cornerstone of the ivory tower of universities. Without first-class law undergraduate, there would be no soil for first-class undergraduate education, and the world-class discipline construction would be out of the question.

<sup>5</sup> Liu Jiliang, Wang Hongxi. Tutorial system for undergraduates: crux and transcendence [J]. Educational Research, 2013, (11): 53-56.

<sup>6</sup> Lv Yisong, Li Yingying, Shang Jianhui. Research review on the tutorial system for undergraduate students at home and abroad [J]. Education and teaching BBS, 2013(8): 186-188.

<sup>7</sup> Li Guilin, Ye Lin. Positioning of contemporary Chinese law undergraduate education [J]. Jianghuai Tribune, 2013(4).

Different from the "extensive management" and "assembly line" typed traditional education mode, the tutorial system for law undergraduates is a new education mode of "precision education", "quality improvement" and "connotation construction". Under the fine education mode of "one tutor + two to three students", teachers will take the education and guidance in students' ideology, study, scientific research, psychology, management and other aspects as another part of their work in addition to teaching and scientific research; they will pay attention to the whole educational process of students from enrollment to graduation and all educational links of students' development; and with the concept of integrity and consistency in the education of students, they will not relax the education and guidance for students in any link from beginning to end. In doing so, they can achieve full education and all-round education.

#### B. The Status Quo of the Education Model of Tutorial System for Law Undergraduates

In view of the relative advantages of the law school of a high-level university in eastern China in terms of its mature tutor reserve and the implementation of undergraduate tutorial system, the author takes it as the main research object. The implementation effect of its tutorial system for undergraduates was investigated by the way of setting up a control group experiment and distributing questionnaires. At the same time, the paper compares the research results of three different universities in central China, so as to get a glimpse of the existing problems and future countermeasures.

1) *Overview of the law school of a university in eastern China*: The law school is now a teaching and research college with a faculty/student ratio of 1:9, meeting the reasonable demand of the teacher-student ratio of the tutorial system. Therefore, the "undergraduate tutor education tracking system" has been implemented since 2012 and each student has been provided with a comprehensive tutor. The comprehensive tutor mainly gives guidance to students from the aspects of thesis writing, subject guidance, innovation and entrepreneurship projects, career planning, etc., and certain results have been achieved after several years of implementation.

2) *Implementation results*: Through the research method of sampling survey, 30 students in the grade of 2014 in the school were selected, and the interview were recorded from their relationship with their tutors, their overall satisfaction with the tutorial system and other aspects. According to the above differences, the students were divided into group A and B (group A: high frequency of teacher-student interaction and high degree of satisfaction; Group B: low frequency of teacher-student interaction and low degree of satisfaction). At the same time, relevant data were pulled out from the student work office of the school, and the indicators of intellectual education achievement ranking, scientific research paper publishing, innovation and entrepreneurship, further study, and whether the students have passed the judicial examination or not etc. were used in

the examination and analysis of students in group A and group B.

TABLE I. DIFFERENCE IN INDICATORS OF STUDENTS IN GROUP A AND GROUP B

Indicators	Intellectual education achievement rank the top 30%		Whether have published scientific research paper or not		Whether have participated in innovation and entrepreneurship or not		Whether are set to receive further education or not		Whether have passed the judicial examination or not	
	A	B	A	B	A	B	A	B	A	B
control group	13	5	6	3	5	2	9	2	10	8
unit of quantity										

<sup>a</sup> Note: A student who ranks the top 30% in the intellectual education achievement, has published scientific research papers during the undergraduate studies, has participated in the innovation and entrepreneurship training program, is set to receive further education (postgraduate recommendation, postgraduate study, study abroad, etc), and has passed the judicial examination can be counted as 1 unit of quantity (unit of

<sup>b</sup> Quantity refers to the number of people).

Based on the above indicators, the development level of students in group A (who have a harmonious relationship with the tutors and maintain long-term two-way communication with their tutors) is significantly better than that of group B students. It is found from the interview that the tutors in group A give more guidance to students in course selection, study and scientific research, and play a better educational function. Thus it can be seen that the tutorial system has a significant positive impact on the development of students' comprehensive quality and ability in all aspects, with obvious benefits and advantages. (See "Table I")

3) *Difficulties in implementation*: By using the research method of questionnaire survey, the author designs two comparative questionnaires respectively for the tutors and the students. A total of 540 questionnaires were distributed to undergraduates, and 501 of them were effectively recovered, with an effective recovery rate of 92.88%. 60 questionnaires were distributed to the tutor, and 46 were effectively recovered, with an effective recovery rate of 77%. Finally, the obtained survey data was given statistical treatment with the SPSS statistical software. In addition, the author interviewed and investigated teachers from three universities in central China. Through data statistics and analysis, it is found that the tutorial system of undergraduates is faced with the situation of "multiple dilemmas".

On the one hand, from the perspective of students, no matter seen from the subjective level or the objective level, the initiative of students to contact the tutor in time is seriously insufficient. The successful implementation of tutorial system for undergraduates is inseparable from the two-way, benign and long-term interaction between students and tutors. However, according to the data results, 47.87% of the comprehensive tutors said that their frequency of contact with students were low, and some even said that sometimes they fail to get contact even for once over the whole semester. As for the question "how often do you keep in touch with the comprehensive tutor (excluding thumb up comments in moments), with 1-5 indicating the frequency from low to high respectively", 91% of the students chose the middle and lower number (i.e. "1", "2", "3", indicating that the frequency is low). In addition, 74% of students think that the

lack of communication platform is one of the important reasons for the low frequency of communication, because of which they are skeptical, hesitant or even indifferent to actively seeking the contact with their tutors.

On the other hand, from the perspective of tutors, they don't have clear orientation for education, nor sufficient motivation. Some tutors hold that they are only responsible for the cultivation of students' knowledge and skills and do not think that they have the obligation to undertake the ideological and political education for undergraduates. Some tutors are far away from students, but still choose to communicate with students face-to-face, and seldom use new method of social software on the Internet. Separately, in term of related operating mechanism, although the college requires the tutor to give unified guidance to all the students, the tutor is inevitably biased, that is, the times and intensity of the guidance for the students with higher intellectual education level were higher than those with lower intellectual education level.

Whether the above dilemmas can be solved effectively is directly related to the success of the tutorial system for undergraduates, which is of great significance for the smooth promotion of the "double first-class" construction of undergraduate talent training into the reform in the deep-water zone.

### C. Deficiencies in the Tutorial System for Law Undergraduates

On the surface, the supporting operating mechanism of the tutorial system for undergraduates is very "sound", but in fact there are many defects, that is, there are hidden or substantive institutional.<sup>8</sup> For example, there are deficiencies in the two-way selection mechanism between teachers and students, the operation mechanism of education platform, the selection, appointment and training mechanism of tutors, and the evaluation and incentive mechanism of tutors to some degree.

#### 1) *Insufficient connection between the old and new education modes*: In the era of the increasingly developed

<sup>8</sup> Tan Chuanbao. Institutional deficiency and institutional ethics — on the construction of educational system [J]. Journal of the Chinese Society of Education, 2005(10): 14-15+39.

Internet, college law students have a high ability to follow the trend of the Internet due to the background of the times and its own characteristics, and they tend to be active in the network field.<sup>9</sup> However, some legal tutors still regard traditional teaching methods as the only teaching method due to their age, personal characteristics and other factors, and cannot maintain sensitivity in the face of modern legal tools. They lack the initiative to occupy the position of online public opinion and cannot keep close contact with students. This makes it difficult for tutors and students to communicate legal knowledge and skills face to face. At the same time, due to the work and family affairs of the tutors themselves, their work of tutoring become a mere formality and the effect of guiding students is greatly reduced.

2) *Low supply quality of education platforms*: One of the reasons why the tutorial system for undergraduates cannot work for a long time is that the content provided by the platform is "not suitable" for students and tutors. Researches have shown that what students need is not only the academic guidance for legal professional study, academic research, but also the guidance and care in thought and life. That is to say, the internal needs of undergraduates also include their tutors' guidance on internalized education on world outlook, values, and outlook on life, personality trait, ideology and morality. And different from the western knowledge-oriented value of "seeking truth", China pays more attention to the cultivation of "virtue", "kindness" and other human values.<sup>10</sup> Therefore, how to improve the ideological understanding of the tutor, how can the tutor give their legal thinking and critical thinking to students in a correct way, so that they can assume the dual responsibility of teaching and educating people, and realize the effective supply of educating people, is also a major issue in front of the current undergraduate tutorial system reform.

3) *Neglect of assessment and incentive mechanism of the education of tutors*: A certain connection can be drawn between the insufficient motivation of tutors and the neglects of "educating people" in the current assessment system of tutors. From the deep reasons behind, colleges and universities lack operable rigid assessment and incentive mechanism in promoting tutors to participate in ideological and political education. Under the demands of the country and society, teachers shoulder the responsibility of teaching and educating people, and their words and deeds play a vital role for students. But on the other hand, teachers also need the guarantee of survival materials in real life, and have the right to pursue their own living standards and quality of life in teaching and education. Therefore, it is necessary to reform the educational mode of undergraduate tutorial system through a reasonable incentive mechanism,

so that the tutors can be free from worries and devote more energy to teaching and cultivating talents.

4) *The deviation of the tutor's own values*: The educational mechanism of the tutors has different development modes due to the personal characteristics of the tutors. Some of them have higher ideological consciousness and regard teaching and educating as the ultimate goal of their life. However, others on the contrary as said above, are oriented by their own utilitarian goals in the process of pursuing career development due to various reasons. In a few colleges and universities, part of the undergraduate tutor's own ideological consciousness training is still insufficient, so the concepts they convey to students is inevitable to have deviation. Some have never taken the initiative to participate in any form of training, and their specialization in legal skills still need to be improved. What's more, they lack a deep understanding of the spirit of the national conference on ideological and political work in colleges and universities, and form the wrong idea of "I don't think I have the responsibility to undertake the ideological and political education for undergraduates".

#### IV. OPTIMIZATION PATH OF THE TUTORIAL SYSTEM FOR LAW UNDERGRADUATES AGAINST THE BACKGROUND OF "DOUBLE FIRST-CLASS" INITIATIVE

With both historic and modern characteristics, tutors for law undergraduates should well deal with the relationship between universality and individuality, stability and flexibility in the process of teaching and educating. In view of the current practical situation, it is necessary to comprehensively implement and constantly innovate the tutorial system and further promote the education work in colleges and universities from the following five perspectives, so as to provide a new driving force for the development of the tutorial system for law undergraduates.

##### A. Attaching Importance to the Connotation of Ideological Education and Establishing Correct Teaching Concepts

As an important carrier of teaching and educating in colleges and universities, the tutor system of law undergraduates is an important "breakthrough" to improve the quality of legal ideological education for undergraduates. To deepen the reform of undergraduate tutorial system, it's necessary to attach importance to "connotation" education — the ruling-by-law thought education. That is, the idea of "emphasizing intellectual achievements" and "neglecting moral education" in the past should be transformed to the concept of "moral cultivation is the foundation of higher education". Therefore, it is necessary to give full play to the role of the tutor in the ideological education of the rule of law, and gradually position the undergraduate tutor as the "primary responsible person" of the undergraduate ideological and political education, so as to realize the effective supply of the tutor's ideological education of the ruling-by-law thought. Under the current curriculum system of colleges and universities, it is not realistic for tutors to add related courses to realize the educational function of legal ideological education. Therefore, it is reasonable and

<sup>9</sup> Ruan Junhua. Innovation of Internet thinking and education mechanism [J]. China Youth Study, 2015(3).

<sup>10</sup> Han Yanming. School motto: fertile soil for cultivating socialist core values of college students [J]. China Higher Education Research, 2016(09): 6-8.

legitimate to carry out the ideological work of rule of law throughout the whole process of education and teaching and realize the strategic transformation from "ideological and political course" to "ideological and political education in the form of course".<sup>11</sup> In combination with the characteristics of the law, the professional skills of the tutor should be used to integrate the ruling-by-law thought with practice, so as to achieve the true "unity of knowledge and practice".

#### *B. Innovating the Training Mechanism and Exploring the Way of "Preaching and Disabusing" in the New Era*

To be qualified to guide contemporary law undergraduates, in addition to having noble moral sentiment, rigorous academic style and profound academic foundation, a tutor should also have a heart to keep pace with the times and an eye to discover students' specialties. The role of a tutor is not only to transfer knowledge and spread ideas in class, but also to act as a guide for students after class and in daily life, providing good advice to students with their professional knowledge and life experience, so as to ensure that students can develop in a better direction. The ancient idea of "teaching students in accordance with their aptitude" still applies to the case today. At the macro level, tutors can guide students to make semester, annual and even university stage plans; help students control the general direction, and make real-time adjustment according to the development trend of students; and pass on the idea of timely communication to solve problems to students. At the micro level, the tutor should formulate special plans in line with the development of the students according to their own characteristics, so as to ensure that they can help in solving problems of different majors encountered by the students at different stages, and help the students establish academic confidence and focus.

#### *C. Imparting Diversified Knowledge Proactively with Modern Means*

In the context of modern social development, the "Internet +" era has inevitably affected our lives, and the law is no longer a seemingly limited discipline on paper. Relying on the traditional education method does not contribute to seizing the important opportunity of successfully applying the law to life any more, nor can it help students solve the practical problems in the process of learning the more effectively. By basing themselves on the new battlefield of educating people, the tutors can act as an invisible guide. Through the analysis of big data on the Internet, tutors can know the legal focus that each student pays attention to, so as to help them better develop their own interest points, make research and breakthrough based on the fields that they are good at. Also tutors can send instant messages, provide legal or other assistance in multiple forms and through various channels with width and depth. On the one hand, this omnidirectional, cross spatio-temporal, borderless education platform can make up for the scenario limitations in the real

space and time of teaching under the undergraduate tutorial system and solve the problem of low frequency of communication between teachers and students.

#### *D. Paying Attention to the Quality of Teaching and Realizing the Win-win Development Between the Tutor and Students*

For the cultivation of professional skills, the educational content should be scientifically designed and the "knowledge cultivation community" should be built through the educational goal of academic accomplishment and knowledge structure expansion. On the one hand, the "academic community between teachers and students" should be established to guide tutors to set relevant academic research topics for students based on their own legal research projects and research topics. In this way can the student as a powerful research assistant for the tutor, and help the tutor to complete the research project. It also promotes internal dialogue and exchange between teachers and students and helps students to improve their understanding, accumulate knowledge, exchange views, innovate ideas, thus realizing "academic education". On the other hand, it's necessary to build a "community of social practice resources". The opportunity of special lectures, practical exercises and court hearings can be provided for students by inviting experienced judges and prosecutors and other judicial staff by use of social connections of the college or specific tutors to enable students to participate in relevant practices, so that they can deepen their understanding and learning of theoretical knowledge and develop their legal skills. Through the above training platform construction of "academic education" and "practical education", can the training mechanism where a win-win result can be achieved between the spirit of the rule of law and legal skills.

#### *E. Strengthening the Competition Mechanism and Enhancing the Enthusiasm of the Instructors*

It is urgent for the relevant functional departments of colleges and universities to construct the incentive and guiding system of undergraduate tutors' education in a forward-looking way, so as to inspire the tutors to transform from "pure scientific researcher" to "teacher and educator". First, the assessment and evaluation system of "tutors' education performance" should be established to list educational achievements of the tutors as work achievements and include them in the professional title evaluation standards, so as to stimulate teachers' enthusiasm in educating people. Unqualified tutors should be regarded as incompetent in teaching and education and need to be suspended for training, so as to restrain the tutors from not performing their duties seriously. Secondly, with the logic of "identity shaping" incentive, the withdrawal mechanism of undergraduate tutors should be introduced to optimize the structure of the tutor team. Thirdly, a special fund should be set up to pay for the workload of qualified tutors and rewarding "model tutors", so that tutors can get what their efforts worth and have equal responsibilities and rights. In

<sup>11</sup> Gao Deyi, Zong Aidong. From ideological and political courses to curriculum ideological and political courses: constructing the curriculum system of ideological and political education in colleges and universities from a strategic perspective [J]. China Higher Education, 2017(1): 43-46



this way a long-term investment compensation mechanism can be formed.<sup>12</sup>

## V. CONCLUSION

In the journey of the new era, first-class legal education, on the basis of conforming to the trend of the times, has been placed with higher expectations and higher requirements for self-construction, talent cultivation and the improvement of the legal system. The construction of first-class legal disciplines not only guarantees and promotes the existing knowledge system and discipline inheritance, but also provides sufficient backup resources for national construction and social needs, and is an indispensable important nutrient for the specialization and professionalization of legal talents.

Under the undergraduate tutorial system, tutors deliver the "homegate spirit", which runs through the four years. Their multiple growth guidance including academic guidance, scientific research guidance, physical and mental health guidance, employment guidance, personalized guidance etc. for students makes them no longer limited to the teaching role in traditional sense, highlighting the education function. This system, under the new background, promotes the benign interaction of friend-teacher and mutual development between tutors and students and has become a quality education mode in which "every student can get best development". On the one hand, the tutor mechanism can help students solve practical problems in the process of learning and research, help students realize the integration of theory and practice, realize the perfect transformation of educational resources and teaching resources, and cultivate specialized talents for the country and society. On the other hand, through the communication with students and the series of guidance to students, the tutor can encourage himself or herself to conduct more in-depth research, so as to further improve his or her scientific research ability and make contributions to the national curriculum reform and scientific research.

To sum up, while adhering to the construction of the undergraduate tutorial system, it's necessary to analyze the potential problems that may occur in the future from multiple angles and aspects, optimize and build the system according to the inherent advantages of the tutorial system and other aspects. At the same time, by grasping the direction of higher education reform under the new situation, making precise efforts, and exploring new ways and methods to solve the difficulties in the implementation of the system, surely can a way to cultivate first-class law undergraduates with Chinese characteristics and in line with the reality of the university be found.

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